



THE 'ST MATTHEW'S WAY' FOR TEACHING AND LEARNING

Strategies to supports Learning

Actual Learning

ENGAGING ENVIRONMENT

We provide an **engaging environment** by:

- Making **plausible links** to prior learning
- Providing '**Hooks**' by linking learning to **real life**
- Pose **problems** for children to **solve**
- Allow for **Immersive learning** opportunities
- **Limit teacher talk** to free **working memory**
- Plan for **active learning** techniques
- Use **creative** teaching approaches
- Make learning **memorable**
- Teaching with **enthusiam** and **passion**



PRIORITISING PEDAGOGY



TAILORED TEACHING

At St Matthew's we **tailor our teaching** by:

- Adapting work to **support SEND** and **struggling** pupils
- Providing **excellent modelling** strategies
- Planning **challenges** for able pupils
- Providing **resources** available on tables to allow children to be **supported independently**
- Having a detailed **understanding** of the **pupils who we teach**



At St Matthew's, we prioritise the professional development of our teaching staff. The fundamental principle of all that we do, as practitioners, is to teach our pupils, using researched-informed practise and be guided by the Teaching Standards'. We use information from a range of sources such as, but not limited to: OFSTED subject leadership reports, EEF research, internal and, external professional development courses.

RIGID ROUTNES

We have **rigid routines** in lessons by:

- Using **non-verbal** instructions (RWI)
- Consistent use of **rewards** and **sanctions**
- Providing a **positive atmosphere** for learning
- Explaining **clear expectations** for learning
- Being **well-resourced** and **prepared**
- **Reducing** opportunities for **lost learning**
- Encouraging pupils to be **independent learners**
- Allowing opportunities for **metacognition**



ACCURATE ASSESSMENT

We make **accurate assessment** in lessons by:

- Planning for **AFL** throughout **throughout** lessons
- Fostering a **no- hands approach** to **questioning**
- **Frequent** use of '**talk partners**' and '**Flashback 4s**'
- Use of '**live marking**' to **identify errors**
- **Mini-plenaries** to address whole-class **misconceptions**
- **Verbal feedback** is **timely** and allows pupils to **rapidly progress**
- Use **open-ended questions** to **assess pupil's knowledge** and **understanding**





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